

Review article

Scouting as a place to develop leadership qualities

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ABSTRACT

The authors consider the issues concerning the activity of young people in scouting organisations, recognising its advantages. Based on the analysis of the literature and their own reflections, they characterise scouting organisations in Poland, explain the concept of leadership and describe its main concepts. In the context of the broadly understood meaning of leadership in the uniformed services, they put forward a thesis: scouting organisations are the real place for shaping leadership qualities of their activists. Proving its validity, they reveal forms and methods of scouting activity that are a measurable carrier of leadership predispositions in their charges. They conclude that scouts should be the elite among the candidates for universities of uniformed services.

KEYWORDS

scouting, leadership, scouting activity methods, leadership concepts

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Introduction

The first mentions of a new youth organisation called scouting, which originated in England, appeared in Warsaw and Lviv in 1909. In Poland, three social organisations showed interest in this movement: “Zarzewie”, the Gymnastic Society “Sokół” and “Eleusis”. “Zarzewie” was an organisation focusing its activities on direct preparation of youth for armed combat in order to regain independence. “Eleusis”, on the other hand, was a movement striving for the rebirth of Poland, propagating the ideas of quadruple abstinence: from alcohol, cards, tobacco and debauchery. “Sokół” placed great emphasis on the development of physical fitness of its members using the motto “In a healthy body, healthy spirit”, thus emphasising that, one should take care of both physical health and mental and spiritual development [1, p. 13]. The link between these organisations, which had a great influence on the shape of later scouting, was the fact that the founder of each of them, Andrzej Małkowski, was a member.

In 1910 Andrzej Małkowski was late for the clandestine course for the commanders of the Zarzewie organisation. As a punishment, he was required to translate the book entitled “Scouting for Boys” by Robert Baden Powell [2, p. 38-39]. While translating the text, he became fascinated with the scouting movement and used the ideas it contained to adapt and

transfer them to Polish soil. He presented his vision of the organisation to the superiors of "Zarzewie" and at the meeting of "Sokół" he gave a lecture about scouting, which was met with approval. After these events, Małkowski was allowed to transform the Youth Troops into scouting troops operating under his command within the structures of the "Sokół" organisation [1, p. 20]. At the same time, a scouting magazine "Scout" was started, in which the most important materials were published, such as the text of the Scout Law and the Scout Promise, or the scout anthem known as "Marsz Skautów (Scouts' March)" [2, p. 80-81]. Scouting was gaining recognition and publicity, and new troops were formed in each of the annexed territories. In 1911 the Supreme Scouting Command was established. The term "scout" was used for the first time in the book "Harce młodzieży polskiej", where the name "platoon" was replaced by a "patrol" [3, p. 9]. An exceptional event, in which representatives of Polish scouts took part, was the Third Scout Assembly in Birmingham in 1913, Andrzej Małkowski was decorated by Baden Powell with a scouting medal "For merits" [4, p. 99-102].

After the outbreak of World War I, the majority of scouts joined the Polish Legions formed under the aegis of Józef Piłsudski [5, p. 91-92]. During the Unification Convention in Warsaw (1916) it was decided to merge Polish scout organisations into the Polish Scouting and Guiding Association [4, p. 155]. The symbols are the Scout Cross and the scout lily with the letters ONC i.e. Ojczyzna, Nauka, Cnota (Homeland, Education, Virtue). After regaining independence, the organisation became part of the international association WOSM (the World Organization of the Scout Movement). The patronage over the Polish Scouting and Guiding Association was assumed by the Head of State Józef Piłsudski and in the future by other heads of Polish state [6].

After the German invasion of Poland, the scouts fought to defend their homeland, and after the September 1939 defeat they were active in the underground. The male scout organisation was given the code name "Szare Szeregi (Gray Ranks)". The basis of its educational activity was the "Today-Tomorrow-Future" program, where the word "Today" meant conspiracy and preparation for the uprising, "Tomorrow" was synonymous with armed struggle against the occupants, and "After-Tomorrow" defined the tasks to be performed after regaining independence. The Polish Scouting and Guiding Association operated on the basis of the pre-war structure under secret names, e.g. Headquarters – apiary, regions – beehives, districts – swarms, troops – families, patrols – bees. The following age groups were distinguished: "Zawiszacy" – young people aged 12-14, who served as auxiliary services, e.g. in the Scout Field Mail; "Bojowe Szkoły (Combat Schools)" – young people aged 15-17, their activities were based on a small sabotage, and the oldest "Grupy Szturmowe (Assault Groups)", subordinated to the Home Army, engaged in direct combat. Female troops were code-named "Związek Koniczyn (The Clover Association)" and carried out auxiliary activities, such as sanitation and communication, care for orphans and prisoners, and secret teaching [7].

After the end of the war, pre-war instructors, such as Aleksander Kamiński, became involved in scouting activities. As part of the Scouting Service to Poland program, scouts participated in rebuilding the country and in the development of the Recovered Territories. However, many instructors preferred to work directly with young people rather than get involved in building new Polish Scouting and Guiding Association structures. This is because they did not allow the possibility of working under a communist state. In June 1946, at a youth rally, there was a confrontation between the Polish Scouting and Guiding Association and the Union of Youth Struggle. After this event there were pressures to change the educational methods and Aleksander Kamiński was removed from the organisation's authorities. The process of propagating communist ideals at camps and assemblies began. Established in 1948 The League of Polish

Youth was intended to compete with the Polish Scouting and Guiding Association. Inconvenient instructors were dismissed from the scout organisation and replaced with the League of Polish Youth activists. In 1950 ZHP was officially taken over by the League of Polish Youth, and the Association suspended its activities in protest. Within the structures of the League of Polish Youth, the Scout Organization (OH) was established, which was the equivalent of the Pioneer associations operating in the USSR. In OH they resigned from the previous scouting symbols and uniforms, introducing in their place the so-called "czuwajka (scout badge)" and red union neckerchiefs. OH mainly associated children up to the 7th grade from almost all elementary schools in Poland. And the role of instructors was performed by teachers as part of their professional duties [8].

Political transition in 1956 created an opportunity to recreate the structures of the Polish Scouting and Guiding Association. Their result was the reactivation of the Association and the Supreme Scout Council, with Aleksander Kamiński as chairman. However, the condition for the reactivation of the Polish Scouting and Guiding Association was to maintain its secularism and to cooperate with the Polish United Workers' Party. The pre-1949 rituals and symbols were reintroduced, which resulted in the development of scouting activities. New troops were formed in big cities, but also in rural areas. A new initiative was the popularisation of the "Nieprzetarty Szlak" troops for children and youth. A scout radio station was established. Numerous tourist rallies and festivals were organised. There was a flourishing of Scout literature and press. Troops specialising in water and sailing developed dynamically. However, the idyll lasted until 1958, when the Polish United Workers' Party once again took control of the organisation. Alexander Kamiński resigned in protest. Scouting became incoherent, i.e. the troops operated according to the scouting methodology and the Polish Scouting and Guiding Association authorities according to the socialist ideology. This state of affairs continued until the end of the Polish People's Republic [8].

In the early 1990s, the Andrzej Małkowski Circle of Scout Instructors (KIHAM) was established. The goal was the moral renewal of scouting, the restoration of traditional scouting methods in the education of youth. But, after martial law was imposed, KIHAM was disbanded. At that time the scouting community united during the pilgrimages of John Paul II to Poland, organising the so-called "White Service". Some conducted independent activities, such as the Independent Scout Movement (NRH) formed in 1981 in Lublin, The Scouting Movement of the Republic of Poland (RHR) founded in 1983, or the Polish Scout Organisation founded in 1985 in Konin. In 1989, NRH transformed into the "Zawisza" Catholic Scouting Association and the RHR split, with some of the troops joining ZHP and others forming The Scouting Association of the Republic [8].

In 1989, the statutes, Scout Law and Promise were changed and cooperation with international organisations was established. New independent authorities were established and traditional scouting methods were returned to. Amendments to ZHP statutes made it possible to join the World Organization of the Scout Movement in 1995, and the following year to the World Association of Guides and Girl Scouts. The return to the structures of world scouting provided ZHP with participation in international conventions, e.g. in 1999 in Chile. In 2005, the XXXIII Congress of the Polish Scouting and Guiding Association granted legal personality to regions and introduced the social councils thereof. In 2010, celebrations of the 100th anniversary of scouting took place in Cracow, which were attended by scouts from Poland and abroad [8].

The cognitive purpose of this paper is to analyse the forms and methods of activity of scouting organisations in Poland and to reveal the praiseworthy aspects of this activity in shaping the

character traits and leadership behaviour of the pupils. In other words, to demonstrate that scouting organisations are a real place to shape leadership qualities of their activists. The practical aim is the attempt to answer the question: Does membership in scouting provide a good foundation of knowledge and experience for those preparing to serve in uniformed formations?

Contemporary understanding of leadership

Leadership as a way of exercising power and exerting influence on people under one's charge has been an object of fascination and admiration for a very long time. By contrast, it began to attract wider research interest in the 1970s. Scientists undertaking research efforts on leadership often refer to the actions of people considered by history to be great leaders, such as Julius Caesar, Alexander of Macedon, Genghis Khan, or the more modern Emperor of the French Napoleon Bonaparte. Among our compatriots, we can also identify a group of people pretending to be great leaders, to which Józef Piłsudski undoubtedly belongs [9]. Analysing the biographies and deeds of people referred to in the historical censuses as great leaders, it can be concluded that they were outstanding individuals. However, the theory of outstanding individuals has not been confirmed in the practice of social life. For these reasons, among others, in analysing leadership, both the nature of the leader and the situation in which he or she has come to operate are considered [10, p. 665-668]. And although the circumstances (difficult situations, threatening situations, cultural conditions) are not determinants that ultimately confirm the "greatness" of a leader, they are the basis on which they grow up, an opportunity in the historical census to reveal leadership talents. To date, researchers have not been able to determine the common character traits of an excellent leader or the most effective performance styles of such individuals [11, p. 23-31]. Instead, it is reasonable to conclude that what they had in common was their ability to inspire the faith of their supporters in what they believed and in what they did.

Leadership as a concept is defined in many ways. We will cite some interpretations of leadership as a point of reference for further discussion. Thus, according to Brian Tracy and Frank Scheelen, leadership is based on finding unusual abilities in people and the ability to awaken and develop them, which leads to success [12, p. 198]. According to another author, Joanne Ciulla, "Leadership is a complex, moral relationship between people based on trust, commitments, involvement, emotions, and a shared vision of the good" [13]. Leadership is submission to a leader, but it is the team members, who define the leader as a leader and thus enable the leadership process. Their causative power is limited in relation to the leader's power, but this does not mean that they have no influence on shaping joint actions. Another important aspect of leadership is the ability to influence the behaviour of subordinates in such a way that maximum benefit is achieved. This is directly related to values, which are an important part of leadership, as the behaviour of any leader should be inspired by ethics.

Peter Guy Northous identifies four interdependent components of leadership, namely: processes; influence; teamwork; goals [14, p. 5]. From the components cited, leadership is a process in which a leader's persona influences a group of people for a common goal. However, leaders are aware that the strength of their power does not depend on efficient and punitive coercion of obedience, but on the amount of social acceptance by subordinates [9, p. 170].

Discussing the concept of leadership, we found it advisable to briefly analyse some concepts of leadership.

Behavioural concepts

The main assumption of behaviourists is that leadership is based on certain learned behaviours. This means that leadership can be taught through proper training, reinforcing desirable traits and behaviours, and extinguishing ineffective behaviours. The research revealed two categories of behaviours characteristic of leaders: *structuring and respect*. Structuring includes behaviours that focus on detailing the role of the leader and the roles of subordinates in such a way as to achieve the best possible results. These behaviours can include setting goals, organising work, and shaping team relationships. Respect is based on behaviours that are designed to create and maintain good relationships based on mutual respect and trust between team members. Based on the results of the study, it was concluded that the most optimal way to conduct is to combine a high degree of structuring, with an equally high degree of respect. However, exceptions to this rule have been recognised; situational factors also influence the causal power of leaders [15, p. 340].

Other researches on the behaviour of successful leaders, revealed two orientations, people-orientation and task-orientation. In the first one, leaders focused on maintaining beneficial relationships among members of the organisation and caring for their well-being. In the second one, leaders focused on achieving the best results possible. Research findings indicate that people-oriented leaders are more effective in the long run [15, p. 341].

Situational Concepts

According to Fred E. Fiedler, the effectiveness of a leader depends on the proper recognition of the situation and the application of a leadership style that is useful in this case [16, p. 126-129]. Another concept, developed by Meredith G. Evans and Robert J. Hous, involves matching leadership style to the motivational needs of subordinates. A leader encourages employees to achieve goals by showing them a clearly defined and uncomplicated path to the goal. The role of a leader is to support subordinates in choosing appropriate directions of development and conduct, while eliminating all the factors that may interfere with his employees [16, p. 134].

Transformational Concepts

Transformational leadership is one of the newer leadership concepts. According to Bernard M. Bass, a transformational leader is the one who has a vision and convinces others of it, knows how to make it a reality, influences those who work with him, and takes an individual interest in each person. In transformational leadership, the leader and team members interact with each other by appealing to the values that are important to each party and thus increase efforts and effectiveness. A transformational leader presents subordinates with important goals and objectives for the team. He generates enthusiasm in them, motivates and encourages to greater involvement by his own example, setting himself as a model [17, p. 105].

Scouting organisations in Poland

The oldest national, patriotic association belonging to the worldwide scouting movement is the Polish Scouting and Guiding Association. It is an open and apolitical organisation, raising young people to be righteous, active and responsible citizens in the spirit of the values enshrined in the Scout Law. The mission of ZHP is to educate young people by supporting

them in their comprehensive development and shaping their character by posing challenges [18, p. 15]. The supreme legal act of the organisation is the statutes of the Polish Scouting and Guiding Association, which defines the Association as a nationwide, patriotic association conducting public benefit activity. ZHP is an organisation whose vocation is to provide an opportunity for participation to any young citizen of the country who wishes to become a member, regardless of race, faith, gender, social background, health, physical or intellectual ability. The essence of the scouting movement is the work of volunteers. The organisation is independent of political parties and movements, it functions in political reality, however it does not engage as a party. It is the largest scouting organisation operating in Poland, with over 110,000 members. It is a member of world scouting organisations such as The World Organization of the Scout Movement (WOSM), The World Association of Girl Guides and Girl Scouts (WAGGGS) and The International Scout and Guide Fellowship (ISGF).

In its educational activities, the organisation aims to shape attitudes and character in accordance with scouting values such as: justice, friendship, service, brotherhood, patriotism, freedom, peace. The Polish Scouting and Guiding Association expresses these values through the Cub Scout Promise and Law and the Guide and Scout Promise and Law. Scouting activity methods combined with action learning i.e. earning scout and instructor ranks and skills develop young people and make them more responsible and resourceful citizens. Another component of scouting activities is a constantly improving and stimulating program. A program that includes activities for various age groups and specialties, such as scout camps, bivouacs, assemblies, rallies, festivals, and the like. An important part of scouting is the method of small groups, patrols that are groups of friends. It is among them that young people find their place in the team, learn to work and cooperate effectively, share values, knowledge and experiences, learn to lead responsibly.

In The Polish Scouting and Guiding Association the following age groups are distinguished:

- Brownies and Cub Scouts, grades 0-3. The characteristic forms of activity for this age group take into account the need for play, role-playing. Most activities are undertaken as a team, e.g. earning skills under the direction of the cub scout leader,
- Guides and Scouts, grades 4-6. An advisable form of activity are games, activities in teams (patrols) based on competition,
- Venture Guides and Venture Scouts, 7-8 grades of elementary school. A typical activity is the search for authority figures, interests, and areas of service to others,
- Rangers and Rovers, ages 16 to 21. For this group, the characteristic form of activity is service to others [19, p. 41].

In the course of scouting activities – through the methodical process – members of ZHP have the opportunity to improve their skills that predispose them to take higher positions. They also acquire experience in methodology, among other qualifications to solicit the instructor rank. There are three ranks of instructors in ZHP: Guide, Sub-Scoutmaster, and Scoutmaster. Efforts to get the first one can begin after the age of 16. Earning successive instructor ranks is a validation of knowledge and leadership skills.

The structure of the Polish Scouting and Guiding Association is made up of local units of the Association, i.e., Regions and Districts. Currently there are 17 ZHP Regions in Poland, one in each province and one Warsaw-based Capital Region. Each Region is made up of Districts that operate within a county, or in the case of large cities, within a city district. Districts are divided into basic organisational units i.e. troops and cub scout packs or circles. These in turn are divided into patrols or sixes (in the case of cub scout packs). Within the environment,

troops (packs) may join to form troop associations or groups. Thanks to such a structure of the scouting organisation, it is possible to ensure methodical continuity in the education of young people from cub scouts to rangers.

The most important authority in the Polish Scouting and Guiding Association is the General Assembly – a meeting of instructors with active voting rights. During the assembly, the most important decisions concerning the activities of ZHP are made and the governing bodies such as the Headquarters, Supreme Council, Central Auditing Committee and the National Scout and Guide Court are elected. The supreme authority of ZHP is the Headquarters. It is chaired by the Head of ZHP with the help of at least four members of the Headquarters. Their task is to manage the work of the Headquarters, create current activities of the Association, represent ZHP outside, issue orders and manage the assets of ZHP. The decision-making body is the Supreme Council of ZHP. Its tasks include making decisions on current affairs of ZHP, regulating the rules of obtaining instructor's ranks, defining methodological activities, approving the activities of the Headquarters and the budget for a given year. The Central Auditing Committee controls actions taken by the Headquarters and the General Council of ZHP in terms of their compliance with the Statutes of ZHP. The function of the National Scout and Guide Court is to settle disputes and hear cases of violations of the Scout Statutes and bylaws [20].

Lower in the organisational hierarchy is the Region headed by the Region Commander. The organisation is composed of divisions, whose task is to concentrate on methodical activities in their subordinate districts. The District is led by the District Commander who supervises the activities of troops, packs, troop associations and groups. At the District level, there is also a Scout Court and The Central Auditing Committee. Cub packs and troops are led by troop leaders, whose direct superior is the Commander of a Group or District. The organisational structure of the association may also include such units as: the Scouting Ranks Chapter, the Instructor Ranks Commission, Teams, Divisions, Commissions, Circles of Friends of Scouting, Chaplain.

The Scouting Association of the Republic (ZHR) is the second largest organisation of scouts in Poland. It began its activities in 1989, and in subsequent years merged with other smaller scouting organisations: in 1992 with ZHP-1918 and in 1995 with the Polish Scouting Organisation. ZHR is ideologically guided by the achievements of the Polish scouting over the hundred years of its history and uses traditional educational methods. The history of ZHR is connected with the Andrzej Małkowski Circle of Scout Instructors (KIHAM). In its structures, the "rebel" scouts associated in conspiratorial circles were active. The most important reason for the split in the Polish scouting, i.e. the separation of ZHR from ZHP was the instructors' dissatisfaction with the previous activities and structures of ZHP, which were dependent on the ruling camp. The aim was to create a new organisation, referring to the principles contained in the Scout Law and Promise developed by the founders of the Polish scouting and developed over the years Gray Ranks, Polish Districts, independent postwar scouting) [4].

According to the statutes of ZHR, the Association is an ideological and educational organisation, operating in Poland and abroad [21]. It is guided by the scouting method and traditions defined in the Scout Law and Promise and the Cub Scout Law. ZHR pays much attention to educating young people based on Christian values. Like ZHP, it operates on the basis of volunteer work of its members. The mission of ZHR is to create a community of children, youth and adults, which on the basis of Christian values, the example of instructors, work on oneself, service, adventure and other methods of scouting activity educates a man full of joy of life and responsible for Poland, ready to take up contemporary challenges.

The highest authority of the Association is the General Assembly of ZHR held every two years. Between assemblies, the organisation is governed by the Supreme Council headed by the ZHR Chairman. The Supreme Council also includes the Chief of Scouts, the Chief of Guides, and 12 District Chairmen. The work of ZHR is coordinated by the Head Office of ZHR, which manages the assets of the organisation, executes decisions and resolutions of the ZHR Supreme Council, adopts instructions and regulations [22].

The organisational structure of ZHR consists of the Girl Guide and Boy Scout Organisations, and the Circle of Friends of Scouting. The organisations are led by their respective Chiefs with the support of the appointed Headquarters. The union is divided into districts, which serve as field organisational units. The District most often covers the entire province. The District is composed of Scout Regions, Guide Regions, and other regions operating within the district. Regions are divided respectively: Girl Scouts into female districts, Boy Scouts into male districts. Cub scout packs, scout troops and wanderer troops are active within the district. Each of these units is headed by a troop leader. Troops and packs may unite to form groups in order to maintain the tradition of the environment and to ensure methodical continuity. Circles of Friends of Scouting may gather at the organisational units of ZHR, and their activities are coordinated by the district manager of the Circle of Friends of Scouting.

ZHR in its activities distinguishes several age ranges, according to the psychophysical development of young people. The youngest age group is Cub Scouts, children between the ages of 7 and 10. As in ZHP, their methodology is based on teaching through play. Cub Scouts acting in a male or female pack are divided into small groups called sixes. Within the sixes, they gain knowledge and skills by completing star challenges, skills, and through play cycles. Boy and Girl Scouts are youth between the ages of 11 and 14. They work in teams, within patrols under the direction of a patrol leader. The method of work in a troop is based on the acquisition of ranks and skills, through which the pupils learn to solve problems, fight weaknesses and develop the motivation to acquire new knowledge and experience. Another age group is Boy and Girl Wanderers, young people between the ages of 15 and 18. Like the Boy Scouts, they work in female or male patrols whose purpose is to complete a specific task. The essence of wandering is self-improvement and searching for one's place in society. In their actions, wanderers should be guided by the need for service, achievement, and the desire for the adventure of a lifetime. The last method group is Senior Boy and Girl Scouts, young people over the age of 18. They are grouped into senior scouting circles where coeducational activities are allowed. Together they gain experience and knowledge through meetings and service to the local community.

The education of young people is based on the foundations of Christian values, especially on the Commandments of Love – love to God and love of neighbour and on the Decalogue commandments. The Scout Law and Promise are the indicators of this system of values in the daily service to God and Homeland. The most important educational method in ZHR is the personal example of an instructor as a representative of the scouting system of values. An instructor can become an adult member of ZHR, having proper qualifications needed in educational work and distinguished by proper attitude. The instructor ranks in ZHR are guide, sub-scoutmaster, and scoutmaster. The basic criterion for applying for the instructor's ranks is to be a practicing Christian belonging to the Catholic Church, the Evangelical Church, the Orthodox Church, or to be a person seeking faith, guided in life by the Scout Law and Promise. Moreover, every member of ZHR is obliged to fulfill religious duties, to deepen his religious knowledge, to participate in sacramental and liturgical life of the Church. An important educational role in ZHR, in addition to instructors, is played by scout chaplains and priests active in the Pastoral Councils.

Association of Catholic Scouting “Zawisza” (SHK) – Polish Catholic scouting movement was started in 1982. The official name of SHK “Zawisza” was adopted only in 1989. Since 1995, it has been active within European Scouting, and since 2009 the organization has also been referred to as Scouts of Europe [23]. The highest authority in the Association is the Diet, which meets every three years. It is responsible for electing the members of the Supreme Council, from which the Chairman, the Chief of Scouts, and the Chief of Guides, among others, are elected. The Supreme Council controls the work of the Executive Board and elects the National Chaplain.

The organisation is based on a territorial division into Groups, Districts, and Regions. A group may include wolf packs, Scout troops, Wanderer teams, and Girl Guide teams. The group is headed by the Group Leader, who is assisted by the Group Chaplain. A district, led by a District Leader and supported by a District Chaplain, operates in a defined area. A number of Districts form a Patrol, headed by a Patrol Commander, assisted by a Chaplain.

In SHK “Zawisza” there are three age groups. The first one is the wolves, children between the ages of 8 and 12, operate as part of a pack that can be up to 6 sixes. Another group is the Boy Scouts and Girl Scouts, ages 12 to 17, they belong to a scout troop led by a troop leader. The troop is divided into patrols. The oldest group is wanderers and guides, youth over the age of 17. They gather in wandering circles or teams. They base their activities on serving younger scouts and wolves. In this way, they learn in action and gain experience in managing a team.

The movement unites scouts from all over Europe, which can be seen in the uniformity of uniforms, badges and basic principles. The association aims to create opportunities for self-development of children and youth in five areas: religious life, practical sense, character development, physical fitness and health. The Scouts of Europe is a movement that brings together Christian organizations from twenty European countries. The Polish organisation SHK “Zawisza” belongs to The Federation of European Scouting and is officially recognised and supported by the Polish Episcopate. It also undertakes cooperation with other scout organisations in Poland, e.g. ZHP, ZHR.

Royal Rangers Polska (RRP) exists since 2006 and it is an organisation that uses the scouting method and the Polish scouting method. The Royal Rangers is a Christian and international (operating in over 80 countries) organisation, founded in 1962 [24]. In 1991 the first Euro-camp, a pan-European ranger convention, took place. Royal Rangers Polska is an agency of the Pentecostal Church operating in Poland as a public benefit organisation. The main goals of the organisation include educational activities with a strong emphasis on education based on Christian values. It pays much attention to the physical, social, mental and spiritual development of young people. It is done through periodic assemblies, the patrol system, scout camps, earning scout ranks and skills, and various projects.

The supreme authority of RRP is the General Assembly, which meets every four years and passes resolutions, approves reports, elects authorities and revises the statutes of the organisation. The Executive Board of the Royal Rangers Polska is the Headquarters in charge of the organisation. It also represents the institution externally, establishes field units, manages assets, and appoints committees.

The basic field units are the Groups, which may merge into Districts to improve cooperation at the regional level. The District is headed by a District Commander. The Group consists of at least 12 members of the organisation, led by the Group Commander with the assistance of the Group Council. In Royal Rangers Polska the following age groups are distinguished: Royal Starter – children aged 5 to 7 years; Royal Explorer – children aged 8 to 10 years; Royal Scout – children aged 11 to 13 years; Royal Wanderer – youth aged 14 to 17 years.

The instructional staff consists of adult members of the organisation who have the opportunity to develop themselves through training and workshops. The main rules of methodical activity in RRP are considered to be the Golden Rule, the Promise and the Law of RRP. The Golden Rule is the words of Jesus Christ in the Gospel of St. Matthew, "Therefore, whatever you want others to do for you, do also the same for them". The Promise commits Rangers to the service of God, Church and neighbor, and the RRP law indicates what the profile of a good and mature Ranger should be.

Scouting in the development of leadership qualities of a young person

The founder of scouting himself, Andrzej Małkowski, stated that scouting creates ideal opportunities to create cadres of officers and non-commissioned officers for the Polish Army [2, p. 43]. It is related to the fact that Polish scouting in its assumptions aimed to fight for regaining independence, and Andrzej Małkowski defined scouting as "scouting plus independence". Scouting organisations in Poland, from the beginning of their activity, have put great emphasis on military training of their charges through the course of gaining scouting skills [2, p. 129]. In skills modeled on scouting, but modified with additional military values. "It is the pride of the scouting movement that at many Polish cadet courses, cadets-scouts graduate with the first position. The procession of scout-leaders, walking at the head of schools, was begun, as befitted, by the promoter of Polish scouting" [2, p. 194].

Scouting instructors today, are individuals who are qualified in leadership and management, plus they have experience in their scouting upbringing. The scouting method, as the experience of recent history proves, is unique and based on several basic principles that have ensured its enormous success in raising young people to be valuable patriots and citizens.

The small group system

Scouting founder Robert Baden Powell served in the military for his entire adult life. As an officer school graduate, he saw many flaws in military training, the main one being that soldiers were drilled schematically and impersonally. They practiced with the whole platoon, everyone doing the same activity. Baden Powell believed that this approach limited the potential of each soldier's abilities that could be unleashed by delving into his personality and talents and using them to make training more effective.

He decided to develop the so-called small group system, divided the platoon into groups of a few men [25, p. 50-51]. From among the soldiers in each group, a commander was chosen who stood out for his personal qualities and experience. Baden trained these commanders personally, showed them how to perform a given action, and put the responsibility for the effects of training their groups on these commanders. This system was quite risky, as not every designated commander necessarily had the desired aptitude for training subordinates. However, in practice it has proven itself beyond all doubt. It turned out that a commander with a personal responsibility becomes more engaged and desires to demonstrate a well done task, While subordinates operating in smaller groups had a greater chance to implement their own ideas, to train more effectively due to greater attention paid by the commander. As Baden Powell argued, the main purpose of the small group system was to spread as much responsibility as possible over the maximum number of soldiers. Each one was responsible for making the group a good team, at the same time it worked the other way – the team was responsible for making the soldier the best possible member of the team because every

soldier knows the good and weak points of his companions, and this gives team members the opportunity to interact and improve, think independently and take initiative.

In the second half of the nineteenth century, Baden Powell spread the system of small groups throughout the British army, gaining the recognition of his superiors. It was initially used in the training of selected reconnaissance units, the so-called Scouts. Later, at the beginning of the 20th century, when the first scout troops were formed, Baden Powell popularised the small group system, which became the basic method of scouting. It is based on the work in patrols, where the role of a leader is played by a patrol leader. This person should be experienced and admired by the members of the patrol [25, p. 135-136]. In addition, it is important that the experience of the patrol leader be confirmed by a higher scout rank. In addition, such a person should be helpful, friendly, eager to help and focused on learning new skills. He should be characterised by ambition, responsibility, conscientiousness and dutifulness. Scouting seems to develop such skills in young people, teaching them to lead, organise, and make creative and responsible decisions. It should be added that the small group system in scouting is otherwise known as the patrol system.

Methodological continuity, officiating

The patrol system is not only an administrative division of the troop, it is also an opportunity for scouts to develop leadership skills, initiative and a sense of responsibility [19, p. 63]. In scouting the basic way of influencing pupils is through troop assemblies, but an important role in shaping leadership qualities is played by patrol assemblies, which are prepared by a patrol leader or a member of a patrol. These assemblies are held once or twice a month alternating with troop assemblies. The troop leader's task is to supervise the course of the assembly and prepare its content, while the responsibility for organising them lies with patrol leaders. The troop leader also develops the organisational skills and creativity of the patrol leaders by giving them tasks such as partial preparation of troop assemblies. Patrol leaders can also distribute functions to individual members of the patrol, e.g. patrol leader's deputy, thus creating a sense of responsibility in them and encouraging teamwork.

An important task in developing the leadership qualities of scouts is to participate in the course preparing to take the function of a patrol leader [18, p. 52-53]. During the course, students learn how the patrol system works, their rights and responsibilities, as well as ranks and skills. In addition, they learn to lead troop assemblies, perform troop assignments, and write a work plan. They also learn the forms of work in a patrol and improve basic scouting skills. Another link in the development of scouts in terms of organisational skills and teamwork is the troop council [18, p. 53-54]. It is usually composed of a troop staff, i.e. a troop leader, assistants, patrol leaders, a chronicler, a treasurer. The team council provides leadership and evaluation functions. During council meetings, scouts have a chance to learn how these types of governing bodies work, how the work of such a unit is managed, how to talk so that cooperation is effective, and how to evaluate the work of others so that evaluation is motivating. A similar instrument for the development of scouts is a patrol of patrol leaders, it allows them to establish cooperation with other commanders of small groups and to motivate each other [19, p. 63-64].

Methodical instruments having a great impact on shaping leadership skills of scouts are scout ranks and skills as well as team tasks/senior scouts projects. Ranks and skills let one acquire not only skills useful in everyday life, but also those related to leadership. A team task or a senior scout project improve leadership skills. They are performed by a task team, which is

usually a patrol. Undertaking such tasks strengthens the team and enables individual development of its members, thus they learn responsibility and dutifulness and improve teamwork.

Each troop is composed of functional persons. In addition to the troop leader, there are his assistant leaders. The assistant function is another function that develops leadership attitudes and management skills. It is also often the beginning of a scout's instructional path. The troop leader assigns to the assistant his regular duties, delegates responsibility. By working together with the troop leader and other leaders, the assistants learn dutifulness and discipline, and gain experience in teamwork. Occasionally, an assistant directs the activities of patrol leaders. This function is most often treated as a preparatory step for taking over a scout troop. The assistant is older than the pupils he works with. Therefore, he may be an authority for them – a role model.

The troop is led by a troop leader, who is responsible for the results of his work. Most often, an instructor is designated for this function. It is presumed that such a person should be adequately prepared for the role and aware of the responsibilities. The preparatory stage for performing this function is a troop course, during which knowledge and skills are acquired in the field of running a scout troop, working in a patrol system, caring for the safety and health of troop members, keeping documentation and finances of the troop, training and working with assistants, issuing orders and delegating tasks, creating a troop work plan. Acting as a troop leader, a young person acquires a number of predispositions, such as greater openness to people, the ability to empathise. In addition, he learns self-motivation through the satisfaction of the activity. He deepens knowledge and improves skills in methodology and its application. He also learns to multitask, as he combines work as a troop leader with school, often with studies or work [18, p. 29-30].

There is significant potential in the scouting method to shape future leaders and managers. From the very moment a young person joins an organisation, they deal with activities that allow for the development of desirable characteristics. From working in a patrol through performing successive functions in the hierarchy of an organisation, a young person learns how to effectively manage a team (organisation), how to resolve conflicts, how to motivate subordinates and gain confidence and courage to take on challenges.

Earning the instructor ranks in scouting

Instructor ranks determine the path of development of a given scout. They are a confirmation of the qualifications, knowledge, social maturity, educational skills and experience. An instructor's rank does not always directly correlate to a position in a particular unit of the organisation. In the largest scouting organisations we distinguish three ranks of instructors: guide, sub-scoutmaster, and scoutmaster. A person who decides to acquire a given rank shall notify the appropriate Instructor Rank Commission of his readiness to attempt it. The challenge includes tasks that will ensure the implementation of all requirements for a given rank. After completing the tasks, the candidate submits a report to the Instructor Ranks Commission, which decides whether to close the challenge positively or negatively. Upon the proposal of the Commission, the rank of instructor shall be conferred by the relevant commandant.

The lowest rank of instructor – guide – may be applied for by a person who can demonstrate knowledge of their own personal qualities and motives of actions. Such a person should be a role model for the charges, and should be evaluated as an excellent supervisor, guide, and senior colleague. Such a person should consciously and intentionally use the scouting method in educational activities, as well as show a sense of responsibility for work and the team

they manage. The lowest rank of instructor is usually achieved by young troop leaders who start their adventure with scouting. The fulfillment of the instructor's challenge helps them to develop the ability to organise their own work and time in such a way as to combine their duties resulting from educational and daily activities with the tasks of the challenge. Earning the rank of a guide raises one's authority as a leader in the community and in the eyes of the charges [18, p. 29-30].

The second rank of instructor is a sub-scoutmaster. A candidate for this rank should precisely define the directions of his development, the attitude promoting the scouting system of values. He should be able to respond to people's needs and understand the reality around him. Such a person should recognize problem situations and solve them. Build own authority among co-workers and subordinates. Continuously improve their knowledge and skills in education and share it with others. As part of the challenge, such a person should demonstrate a number of skills, e.g. teamwork, interpersonal communication, but also leadership and effective motivation of others. The candidate should be able to apply the scouting method not only in the work of educating scouts but also among younger instructors. The requirements for obtaining the rank are the age of 18 and completing a sub-scoutmaster course, during which one develops skills and knowledge that are useful in structures higher than the troop. Another requirement is the development of materials useful to the staff in their educational work. The rank of sub-scoutmaster is awarded to instructors who previously held positions at the group, district and regional levels. People with the rank of a sub-scoutmaster most often perform the duties of a group's commander, where they have to demonstrate their skills in managing a unit operating in a specific environment and having several subordinate troops and packs. In addition, the commander represents the group in the local community and is responsible for its assets, economy, and financial obligations.

The highest rank of instructor is a scoutmaster. A candidate for this rank can be a person who has consistently met his or her life goals and achieved maturity in family, work and community life. Such a person is a significant personality on the team and in his community. Possesses very strong knowledge and skills in self-management. Is able to inspire and organise their environment for action. Serves as a role model for instructors and charges. In order to become a scoutmaster, one must, among other things, work with instructional teams and complete an instructional task at the region level. One should also develop and commonise methodological materials as their own contribution to the organisation's legacy and complete a scoutmaster course and take part in other forms of exchange of experiences that raise qualifications entitling to hold the highest positions in the organisation. One of the functions a scoutmaster may hold is that of a commander of a district. These duties include directing the command and its day-to-day operations. In addition, they represent the district and give orders as authorised. They are responsible for financial issues with the assistance of the district treasurer. In addition, scoutmasters can be elected as ZHP Chairman, ZHP Chief Executive, region commander, but also they may hold positions in scout courts and instructor rank commissions.

Earning instructor ranks is further confirmation of the role scouting plays in developing leadership and organisational skills of its members. By gaining experience in pursuit of successive ranks, a young person is prepared to take responsibility for themselves and the team, to work in a group and effectively cooperate with the charges. When performing successive functions, such a person develops interpersonal qualities and acquires competencies needed in leading others.

Generalisations and conclusions

Leadership has been defined in different ways over the years, from the idea of a person possessing certain qualities from birth, to the development of modern transformational leadership approaches based on visionary leadership and the person of a charismatic leader. However, regardless of the defining concept of leadership, there has always been a great need for people who can lead others in a way that achieves desired goals. Unfortunately, diagnosing and disclosing individuals with such competencies remains a difficult issue. One of the ways to acquire these skills is to develop, from an early age, leadership qualities through proper upbringing – participating in shaping their character and providing adequate challenges. In our opinion, scouting organisations are such an environment in Poland, an appropriate place for shaping character traits and leadership behaviours inspired by universal values [4; 18; 19; 26]. Scouting organisations, which in their activities are based on universal scouting forms and educational methods combined with learning through play – learning in action.

Scouting in Poland, as a social movement, was created in the shadow of key events for the Nation and became one of the important elements of building the newly regained statehood. The founder of scouting himself, Andrzej Małkowski, was active in independence organisations and in the fight to regain independence. He saw great potential in the scouting educational methods developed by Robert Baden-Powell [4, p. 58-93; 27]. Scouting, in turn, from the beginning of its existence was closely related to the military, it was an excellent base for future officers and non-commissioned officers of the Polish army. On the other hand, scouts joining officer schools created an elite among cadets and occupied first places thanks to the experience gained on the scouting trail. They played a major role in the armed struggle against the invaders, as well as in the socio-political life of the time. Many excellent military commanders also gained their first leadership experience in scouting activities. A glorious place in this honourable group was taken by, among others, Stefan Rowecki – general “Grot”, commander of the Home Army [28]; Stanisław Sosabowski – general, commander of the Independent Parachute Brigade, the legend of the Arnhem landing [4, p. 87]; General Józef Haller, commander of the Blue Army, after World War I, in 1920-1923 chairman of the Polish Scouting Association [4, p. 187; 29, p. 65-70].

If we assume that leadership occurs in circumstances in which leaders direct their charges toward goals that represent values and motivations as team goals. And the key skill of a leader is to see and strive for the fulfillment of common goals using the human potential, talents, abilities, knowledge of group members, without using coercive means [30, p. 5]. Scouting, which in its forms and methods of work applies many solutions characteristic of leadership, can be a source of inspiration for future adepts of leadership or management. Scouting (regardless of the type of association) provides a good opportunity to prepare the ground in educating future leaders, both for the uniformed services and for the civilian sector. This is because individuals, through their active involvement in the structures of scouting organisations, are confronted, from an early age, with episodes of command – leadership and the associated responsibilities. Scouting, through the patrol system, exercising functions, gaining ranks, methodical continuity, is a place for building courage, pride, honesty, generosity and integrity in young people. Scouting activities are character-shaping adventures, including taking responsibility for one’s actions regardless of the consequences. Scouting, through its forms and methods of influence, brings up brave people full of dignity, the importance of knowledge, freedom of thought and discipline of action.

The research carried out, based mainly on the analysis of the literature on the subject, as well as the analysis of the statutes of scouting organisations operating in Poland, provide grounds for confirming the thesis that scouting (regardless of the name of the association) is a real place for shaping leadership qualities of charges. Confirmation of the adopted thesis inspires the authors to formulate the following conclusion: In the process of recruitment to the universities of uniformed services, more careful attention should be paid to attracting candidates, members of scout organisations. It can be assumed with a high degree of accuracy that these persons possess (to a greater or lesser extent) predispositions characteristic for officers of these services.

The authors realise, however, that the arguments presented regarding the positive impact of scouting organisations on shaping the leadership behaviour of their charges would gain more meaning if they were supported by the results of empirical research. Therefore, they declare their willingness to conduct empirical field research on this problem and further cooperation in this area.

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All authors declared no conflict of interests.

Author contributions

All authors contributed to the interpretation of results and writing of the paper. All authors read and approved the final manuscript.

Ethical statement

The research complies with all national and international ethical requirements.

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Biographical note

Ryszard Kałużny – Dr. hab., Prof. MULF, between 2007 and 2016 worked as an academic teacher at the Lower Silesian University of Wrocław as a Professor. In 2016-2017, he served as the Deputy Dean for Scientific Research at the Faculty of Management of the Military University of Land Forces. He focuses his research interests on issues related to human preparation for actions (behaviours) in situations of external threats; command – leadership, interpersonal security; human activity as a determinant of his development. He is the author of over 115 scientific publications on security and leadership, including 4 monographs and numerous research projects.

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Harcerstwo miejscem kształtowania cech przywódczych

STRESZCZENIE

Autorzy w artykule rozważają kwestie dotyczące działalności młodzieży w organizacjach harcerskich, dostrzegając atuty owej aktywności. Na podstawie analizy literatury przedmiotu oraz własnych refleksji charakteryzują organizacje harcerskie w Polsce, wyjaśniają pojęcie przywództwa oraz opisują główne jego koncepcje. W kontekście szeroko pojętego znaczenia przywództwa w służbach mundurowych stawiają tezę: organizacje harcerskie są rzeczywistym miejscem kształtowania cech przywódczych swoich działaczy. Dowodząc jej zasadności ujawniają formy i metody aktywności harcerskiej będące wymiernym nośnikiem predyspozycji przywódczych podopiecznych. Prowadzone rozważania kończą konkluzją, iż harcerze winni stanowić elitę wśród kandydatów do uczelni służb mundurowych.

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